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# The impact of examination ridden system of education on democracy in education in Uganda: an implication for policy change

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**Abstract**: Uganda is a democracy, but the education system is dominated by examinations at all stages and there are variations in performance between regions of Uganda and schools in Uganda CertificatRee of Education (UCE) examinations. The purpose of this study was to comparatively examine the impact of emphasising examinations in secondary schools on democracy in education system. Data was collected using questionnaires and interviews, data from teachers, students, school leaders, and parents in secondary schools, and analysed using frequency counts, percentages, and t-tests. The study found that, to a large extent, there is no democracy in both the Central and Northern Uganda education systems because, centrally, all children are forced to take examinable subjects compulsorily and the emphasis is on students passing examinations. However, the schools in Central Uganda are democratic only in methods of administration, teaching styles, and controlling discipline, unlike those from Northern Uganda which remain undemocratic. Consequently, students in Central Uganda worked harder and were more disciplined, while the students from Northern Uganda put in less effort, and were less disciplined. Schools in Central Uganda achieve higher results, while schools in Northern Uganda achieve lower on the School Performance Index (SPI) in UCE examinations. Although all schools emphasised passing examinations, there were differences in the democratic practices in schools in Central and Northern Uganda, leading to variations in SPI in UCE examinations. The study recommends that schools should create a democratic environment where students in schools in the whole country can achieve equal performances in UCE examinations and SPI.

**Keywords**: Democracy, policy, examination ridden, system, implication.

## 1. Introduction

### *1.1 Background*

Uganda is a democracy and thus has certain democratic responsibilities to its citizens and students (Kelly & Odama 2011). The Constitution of Uganda made education the right of every child. Uganda is a signatory to the International Community decision to make sure that, by the year 2015, Uganda should have attained universal access to quality basic education. Uganda has made positive progress towards increasing access to secondary education after a successful pilot on primary education in 1997. In 2007, the government abolished school fees nationwide and introduced capitation for secondary schools under the Universal Secondary Education (USE) policy. This led to narrowing the gap between the rich and the poor in the opportunity to access secondary education, and had an impact on enrolment at secondary school level.

But the education system is linear, highly centralised, and is reinforced by examinations set by a foreign body (the Uganda National Examinations Board - UNEB). The curriculum is developed for the whole country by the National Curriculum Development Centre (Odaet et al. 1980). Legislation has put national standards, a national curriculum, and national examinations in place. There are teaching and examination syllabi where, out of the eighteen subjects taught in secondary schools, only a maximum of ten and a minimum of eight subjects are examined, out of which seven subjects are compulsory and three are optional. Above all, the candidates are graded by using only the marks of their eight best subjects in the Uganda Certificate of Education (UCE) examinations, where mathematics and English are taken to be the most important subjects that candidates must pass. Therefore, candidates who do not have the ability or interest in the subjects that are not examined and are not used for grading are at a disadvantage. Thus, no democracy is exercised in the allocation and evaluation of the subjects. The system is skewed towards those few

who are prepared for white collar jobs, rather than including those who have interests and abilities or talents in the vocational world of work. When grading students, the results of students' performances during continuous assessments (daily class exercises, weekly and monthly tests, and mid-term or mock examinations) are not considered, only performance in UCE examinations. Education success is measured in terms of examination results. Graduates are categorised into two camps - the "passed" and the "failures" unlike in the USA, where the education system is co-linear, decentralised, with a flexible curriculum and which is highly democratic, the problem of either drop-out or repetition is reduced or negligible. This has caused the problem of "wastage", where the majority who fail these examinations end up either "repeating" or "dropping out" of the education system, reducing their chances of joining institutions of higher learning, jeopardising their opportunities for job placements, and reducing active participation in national development. Government policies of ensuring equity in education and the socioeconomic status of their people, and the obligation to achieve the Millennium Development Goals and those of Education for All by providing quality education to all by 2015 have not been not realised. Thus, as Businge (2011) warned, the

> drop-out crisis has eaten away the gains attained by Government in education sector [sic] because school drop-outs are facing difficult time [sic] in life. They are more likely to be unemployed and impoverished, compared to their colleagues who continue schooling which will be costly to pupils and the nation if it persists (6).

The candidates from the Central region of Uganda have been performing better in UCE examinations than their counterparts from Northern Uganda, leading to variations in performance. Performances are graded through the number of candidates who passed in grade one; Candidates' Performance Indices (Aggregates), and School Performance Averages (SPA) in UCE examinations (The Observer 2010; WeInformers 2011; Vision Education Consultants 2011; AccessMyLibrary 2011 and Media Consult 2011).

The gaps in performance levels in UCE examinations have continued to widen since the mid-1980s. For instance, a Task Force of the Ministry of Education (1994) ranked performances in UCE examinations results (1992) based on School Performance Averages (SPAs), and five schools out of the top ten best performing schools, which had SPAs ranging from 1.02 to 1.51, implying that the majority of the students who passed in Division one were all from the Central region. The schools from Northern Uganda had SPAs ranging from 1.80 to 3.30, implying that the majority of their students passed in Divisions two and three. In the 2006 UCE Examination results, where the ranking of districts and schools was based on Aggregates or Candidates Performance Index (CPI), the best candidates in Central Uganda all scored an aggregate of 8 in their eight best subjects, but the best candidates' scores in Northern Uganda districts were from an aggregate of 13 to 27 in their best eight subjects. Similarly, in the 2009 UCE examinations, all the candidates of some schools in the Central region passed in grade one. The results of the 2010 UCE examinations indicated that, in districts from the Central region, 13% to 18% of the candidates who sat examinations during the year passed in Division one, while in districts from the Northern Region, 0% to slightly over 6% of the candidates who sat the examinations during the same year passed in Division one (UNEB 2008, 2010, 2011, 2012). Therefore, as Patrick (2003) says, the idea of democracy has fallen on hard times. While schools are called on to educate all our children, they are simultaneously blamed for the social and economic disparities that severely detract from their chances of successfully doing so. Therefore, is democracy being practiced by Ugandan education managers and teachers, while trying to satisfy the expectations of the students', parents', and other stakeholders' that the students pass the public examinations, especially the UCE examinations?

No research has been done at the national level on the influence of democratic practices in the Ugandan secondary school system on democracy, except by Kelly & Odama (2011) in Northern Uganda, who mainly emphasised the management and administration of education, and excluded the influence of the emphasis on examinations on democracy in schools. This research therefore aims at bridging that gap.

The purpose of this study was to carry out a comparative study of the impact of the emphasis on examinations in secondary schools in Uganda on democracy in the education system in Uganda. The study was guided by the following objectives:

1. To compare the SPI between the schools in Central and Northern Uganda,
2. To assess the extent to which democracy has been applied in the teaching styles of the teachers in Central and Northern Uganda,
3. To assess the extent to which democracy has been applied by the teachers in Central and Northern Uganda in methods of controlling the classroom discipline of the students,
4. And to assess the extent to which democracy has been applied in the motivation of students in schools from Central and Northern Uganda.

The researcher hypothesised that there would be no differences in the levels of democracy practiced in schools from Central and Northern Uganda.

The researcher used Gardner's (1983) theories, supported by the findings of researchers like Darling-Hammond (2010), Hattie (2011), and Tomlison (2014) concerning multiple intelligences, project-oriented teaching, the use of portfolios both in learning and assessment, and focusing on different learning styles where interactions between teachers and pupils are encouraged. Gardener's (1983) theory has been used to assess the extent to which democracy is influenced by the practices that ensure that students excel in UCE examinations and achieve good SPI. For instance, to what extent is democracy applied in methodologies of teaching, administration, managing students' discipline, allocating subjects for examination, and assessing and grading students?

## 2. Methodology

The study used a cross-sectional parallel survey design, following causal-comparative and correlational-regression approaches, and a descriptive survey method. Using questionnaires and interviews, data was collected from school teachers, students, leaders, and parents in all traditional secondary schools. Forty school leaders from Central Uganda – Headteachers (HTs), Deputy Headteachers (DHTs), Directors of Studies (DOS) and Careers Guidance Teachers (CGTs) participated in the study. Thirty two similar school leaders from Northern Uganda participated in the study. Forty two teachers of schools from Central Uganda and thirty eight teachers of schools from Northern Uganda participated in the research. Seventy eight students of schools from Central Uganda and sixty two students of schools from Northern Uganda participated in the study. Seven parents from Central Uganda and five parents from Northern Uganda were involved, while ten Key Informants (KI), (five from each region), participated in the study (Table 3). The instruments were designed to collect data that would lead to finding out if the schools were following the principles of Gardener's (1983) theory as upheld by Darling-Hammond (2010), Hattie (2011), and Tomilson (2014) in their teaching and learning process. The data was analysed using Analysis of

Variance (ANOVA), and t-tests. The formula used was:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1^2 + S_2^2}{n_1 + n_2}}}$$

## 3. Scope

This study was conducted in the districts of Arua, Koboko, Gulu, and Kitgum in the Northern region, and Kampala, Mukono, and Wakiso in Central Uganda. It compared students' factors' influences on SPI in UCE examinations from the year 2001 to 2011.

## 4. Literature review

### *4.1 The concept of democracy in education*

According to Dewey (1916), in Tristan (2016), democracy is not only about extending voting rights - a big issue in 1916 - but also equipping citizens with the ability to take on the responsibility of making informed and intelligent choices and decisions which lead to public good. Democracy, according to Dewey (1916), is not just a political system but an ethical ideal, with active informed participation by citizens. Dewey stressed that education has to prepare students for an uncertain future and, therefore, a high priority should be given to developing effective habits and the ability to adapt and learn how to learn. Patrick (2003) stated that democracy is the basis for how a country is governed - a concept by which wisdom and worthy social policies are measured and which is the ethical anchor - and is used to measure the political progress of a country. Tristan (2016) observed that the modern globalised world is a highly unpredictable one where individuals often have little job security and have multiple careers, and coping well with uncertainty has never been more important. Thus, according to Tristan (2016), Dewey's concern with the relationship between effective democracy and education was important to helping the young cope well with uncertainty, to learning how to learn for life, and to understanding that education was a moral enterprise concerned with developing informed citizens capable of making informed choices and decisions. This, therefore, calls for the teaching and learning process to follow Gardener's (1983) theory approach of teaching: where project-oriented teaching, the use of portfolios both in learning and assessment, and the focusing on different learning styles where interactions between teachers and students are encouraged. This should further be reinforced by the views of Darling-Hammond (2010) that providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with a more accurate understanding of students' knowledge and skills, of Hattie (2011) that providing students with multiple ways to access content improves learning, and of Tomlison (2014) that instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas of growth.

### *4.2 Teachers' styles of teaching and students' performances*

The teacher as an input is the principal factor in education provision, and thus affects the quality of education in a significant way. The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use their inputs to improve the teaching-learning process (Wenglinsky 2001; Sifuna & Sawamura 2011; and Kimani et al. 2013). Entwistle (2009), on the other hand, said that intelligence - the profiles of students' abilities and subject-specific knowledge and skills - are all strongly affected by teachers. Teachers are encouraged to use democratic styles of teaching that have been found to encourage students'

willingness to learn and attain excellent performances (Gardener 1983; Darling-Hammond 2010; Hattie 2011; and Tomlison 2014). The democratic methods of teaching, as revealed by the researchers Darling-Hammond (2010), Hattie (2011) and Tomlison (2014), were those teaching methods that encouraged students' participation through demonstrations, experiments, and group discussions, to mention but a few. Teachers can use a number of democratic methods to achieve effective interaction with their students. For instance, Kimani et al. (2013) found that significant differences existed in the mean scores, depending on whether teachers provided individualised learner attention to weak students ($F [2,120] = 4.731$, $p = 0.011$) and where the teacher was democratic in his teaching style and paid attention to a weak student as well, teacher's evaluation of students' Continuous Assessment Test (CATs) results were statistically significant in academic achievement ($F [2,121] = 7.909$, $p = 0.001$ at $p < .05$. Salman et al. (2012) advised teachers to use peer group methods of teaching that play a normal part in the process of socialisation, as they provide experiences to those who are growing up of a type that is not available in their own families.

Wenglinsky (2001) also emphasised three additional classroom practices through qualitative research: individualisation, collaboration, and authentic assessment. Individualisation means that teachers instruct each student by drawing upon the knowledge and experience that that particular student already possesses. Collaborative learning means that teachers allow students to work together in groups. Finally, authentic assessment means that assessment occurs as an artefact of learning activities.

Agwagah and Ezeugo (2000) indicated that there is a strong relationship between instructional strategies such as concept mapping, and achievement in mathematics. Similarly, Kamoru & Isioma (2007: 64) revealed that "students taught with guided scoring strategy achieved higher than those taught with conventional methods". Sonni and Ochepa (2002) in Kamoru & Isioma (2007) found that practical discussions outside the classroom can improve students' achievements in mathematics. Armbruster et al. (2009) found out that student performance on identical final exam questions was greater in years when the material was taught in an interactive format (2007 and 2008) than in 2006, when the material was taught in a standard lecture format. All these revelations confirmed Lundberg's (2003) findings that classrooms structured around peer learning predicted student learning better than traditional classrooms where students worked individually and independently. Other instructional strategies that have been cited by scholars as having a strong relationship with students' achievements included the demonstration method - which is a teaching strategy in the laboratory that involves experimentation, classroom interaction, instructional objectives, planned repetition, active student participation, reinforcements and questioning; thus, the students will achieve more. Nwachukwu (2007) reported that providing students with a combination of behavioural objectives on topics they were taught in biology led to an enhanced understanding of that topic, and hence better performance. According to Akudolu (1995), the instructional objectives, if well-planned by the teacher using the demonstration method, will promote the achievement of students in biology, and that demonstrating biology skills - especially student-led ones - can enhance students' performance. For instance, Nwachukwu (2007) reported that in a post-test after student-led the demonstrations, the performance mean ($\bar{\chi}$) was 17.63, while after teacher-led demonstrations the performance mean ($\bar{\chi}$) was 13.53. Similarly, Okebukola (1995) revealed that factors such as students' participation in chemistry laboratory activities increased students' achievement in chemistry. Biggs and Tang (2007: 10) propose active teaching styles to help to narrow the gap between the two categories of students. The consensus among the researchers is that democratic styles of teaching (learner-centred) have positive effects on students' learning and academic performance. Thus, this researcher set out to investigate if democratic styles of teaching based on Gardener's (1983) theory and reinforced by the views from Darling-Hammond (2010); Hattie (2011) and Tomlison (2014) are being practiced by the teachers

of schools from Uganda.

*4.3 Teachers' methods of managing students' classroom discipline and students' performance*

Another indicator of good teacher quality is the teachers' method of managing students' discipline, which can affect students' performances. Kralevich et al. (2010) found that students' achievement was affected by disciplinary action. Where disciplinary consequences become more severe, such as suspending students from school, the average scaled scores on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests decreased. The Director of St. Francis Xavier's School T.W, Nigeria (2008-2009), revealed in his Annual Report that discipline alone may not be the only cause for good performance, but that a good approach to managing students' discipline helps in improving students' learning, and thereafter performance. Some methods included the establishment of class codes, class handbooks and the scoring of class disciplinary performance after each lesson that lead to students developing a sense of responsibility for learning and hence "the level of satisfactory performance" where the homework submission rate of 95% was obtained. There is, therefore, a need to encourage democratic methods of controlling students' discipline. This research therefore, was to compare the extent to which democratic approaches were used to control classroom discipline between the schools in Central and Northern Uganda.

*4.4 School strategies to motivate students to learn and excel in UCE examinations*

Karl, et al. (2005) said that enhanced learning experiences can encourage students to take responsibility for their own learning and develop as autonomous learners. Student engagement was encouraged through active learning and collaborative learning. He carried out a study on Motivating Students through Group Project and Open-Notes Examination, and found that the learning, teaching, and assessment strategy for the module had proved to be successful. Analysis of the examination results with another examination sat by the students during the same period indicated a positive correlation ($r = 0.7$) with no significant difference in the means. Thus, a democratic style of teaching motivated the students to perform better than those who were not exposed to a democratic style of teaching. He said that regular feedback allows students to measure their progress, and the tutor to identify gaps in their knowledge. Student disengagement can be readily identified and prompt remedial action can be taken. Secondly, he found that the process of collaborative learning and peer support encourages students to assist and take care of each other.

Secondly, Bruce (1998 ) investigated the use of frequent testing to increase students' motivation to achieve, and his results clearly showed that frequent tests worked better than homework in improving achievement (frequent test mean=82.8 (sd=9.3), homework mean=71.6 (sd=9.4), control mean=66.9 (sd=12.6). The ANOVA for this condition yielded $F=21.69$ ($df=2/106$), $p<.001$. All the teaching styles found here confirm Gardener's (1983) theory as reinforced by the views from Darling-Hammond (2010), Hattie (2011), and Tomlison (2014). This research intends to investigate if school leadership, together with the teachers, have strategies to motivate the students to learn and excel in UCE examinations.

*4.5 Gap*

In the existing literature, there is no clear explanation of the practice of democracy in the secondary school system. There was more emphasis on relating practices to the performance of students in examinations. Teaching styles based on Gardener's (1983) theory, as reinforced by the views from Darling-Hammond (2010), Hattie (2011), and Tomlison (2014) have not been outlined. This reflects the emphasis on examinations, rather than on making the teaching-learning process and management of education system democratic. Thus, this research is necessary.

## 5. Findings

### *5.1 Null hypothesis 1: "Schools in Central Uganda do not have better SPI in UCE examinations than the schools from Northern Uganda"*

Based on comparing the SPI in the UCE examination results of 2001 to 2011 of the schools in Central and Northern Uganda, schools in Central Uganda still performed better than schools in Northern Uganda. This is illustrated by two examples given in Tables 1 and 2.

From Tables 1 and 2 it is observed that schools in Central Uganda have SPIs ranging from 97% to 100%, while schools in Northern Uganda have SPIs ranging from 96% to 163%. It is further observed that the majority of the students in schools in Central Uganda passed in Divisions One, Two, while majority of the students in school in Northern Uganda passed in Divisions Two, Three, and Four.

### *5.2 Null hypothesis 2: "The teaching styles used by the teachers in schools from Central Uganda are not better than the styles of teaching used by the teachers in schools from Northern Uganda"*

The teachers' teaching styles were investigated from both the teachers themselves and from school leaders. The results revealed that there was no difference between the regions in the application of teaching styles by the teachers. They both apply teacher-centred and learner-centred methods (Table 3) like Guided Teaching Methods (GTM), Lecture Method (LM), Practical Teaching Methods (PTM), Guided Discovery Method (GDM), Guided Discussion Method, Guided Scoring Methods (GSM) and Students' lead Practical Group Discussion methods. In both regions, there were fewer teachers who said that they apply the said methods "seldomly". Only less than 16 % of teachers from both regions "disagreed" that they use the said styles, or are "not sure" if they use the methods.

The school leaders – the DHTs, DOS, and CGTs of schools from Central and Northern Uganda - concurred with the teachers. They stated that their teachers use teacher-centred methods like "talk and chalk" – LMs and the dictation of notes to students; learner-centred methods like group discussions, demonstrations, project work (research), dramatization, giving group and individual assignments to students, a question approach, organising tours, project-based learning, the use of cyber technology, and organising remedial work like tests and examinations. Others included peer to peer teaching, explanations, oral questioning, and experiments, especially in the sciences.

The result of the t-test reveals that t calculated (0.2891) is less than t theoretical (2.12), $\alpha$ one tailed = 0.05, df = 16, accepting null hypothesis 3 and confirming the assessments by the teachers (Table 4).

Out of eight teaching styles, five (1, 2, 4, 5 and 6) are teacher-centred and mainly to prepare the students to pass examinations, while only three (3, 7 and 8) are for democratic approach styles of teaching where students' active participation is encouraged (Table 3). The interests of students who are not good at these examinable subjects are not catered for. Strategies to develop the talents of students in subjects like music and sports, to mention but a few, are not emphasised. Thus, the system is not responding to the needs and strengths of all learners (Tomilson 2014).

### *5.3 Null hypothesis 3 "Teachers in schools from Central Uganda do not have better strategies to control the classroom discipline of the students than the teachers in schools from Northern Uganda"*

The strategies teachers used to control the students' classroom discipline were investigated from the teachers and school leaders. The results based on teachers' assessments revealed that the teachers in schools in Central and Northern Uganda use the same strategies to control students' classroom discipline. Teachers reported that they allow students freely to approach them for help

"very often" or "often". Approximately the same percentages of teachers of schools from Central and Northern Uganda either "strongly agreed or "agreed" with the statements Teachers' Strategies (2-7) Table 5.

But the assessment by school leaders revealed that better strategies that are more democratic were used more often by teachers in schools in Central Uganda than by teachers in schools in Northern Uganda; that their teachers go further to maintain good students' discipline through using student-centred methods in teaching. They involve the students themselves to control their own discipline, monitor the teaching-learning process and inform the administration, while teachers themselves are exemplary by being punctual for lessons. They integrate academics with co-curricular activities and encourage self-respect, thus making students disciplined, self-controlled, and focused. This is further confirmed in Table 5, where on Items 5 and 6 there are higher responses by teachers from Central Uganda than by teachers from Northern Uganda. In comparison, school leaders of schools in Northern Uganda revealed that their teachers maintain good student discipline through the use of some elements of force, including enforcing rules and regulations; enforcing class and prep attendance, the use of uniforms, excluding late comers from attending class, apprehending undisciplined students, and locking dormitories during class and prep hours, thus making the students always require some attention and therefore not have self-control. Indeed, in Table 5 responses show that Items 3 and 4 are used more often by teachers from Central Uganda than teachers from Northern Uganda.

This finding was further confirmed statistically where t calculated (1.88) is less than t theoretical (2.12), α one tailed=0.05, df=16 accepting null hypothesis 3, ($\overline{X}$) for Central Uganda = 4.55625; $\overline{X}$ for Northern Uganda = 4.2325) (Table 6). The test result confirms the teachers' assessment, and contradicts the assessment of school leaders who maintained that the teachers from Central Uganda used more democratic methods to control students' discipline than teachers from Northern Uganda.

### *5.4 Null hypothesis 4: "Schools in Central Uganda do not have better motivational strategies for their students than the schools in Northern Uganda"*

Teachers were asked to state the motivational strategies set by the school for the students to help the students excel in UCE examinations. The responses by the teachers of schools from Central and Northern Uganda have been tabulated in Table 7 below.

From Table 7, the results show that, according to the teachers' experiences, schools set and implement motivational strategies 1, 2, 3, 4, 5, 11, 12, 13, 19, 20 and 21 "very regularly" in their schools, as reflected by the high percentages (40% to 86%) and 40% to 63% of teachers of schools from Central and Northern Uganda, respectively, who responded to the questionnaire; while strategies 2, 3, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, and 20 are implemented "regularly". Similarly, 51% of teachers of schools in Central Uganda who responded to the questionnaire "strongly agreed" that the schools ensure that teachers complete the syllabus. When the regions were compared, 41% to 68% of teachers of schools from Northern Uganda who responded to the questionnaire said that the set motivational strategies 1, 2, 4, 5, 6, 11, 12, and 13 were implemented "very regularly", while 41% to 86% of teachers of schools from Central Uganda reported that strategies 3, 7, 9, 14, 15, 17, 19, 20 and 21 are implemented "regularly". In the case of strategies 22 - 26, at least 33% to 56% of teachers of schools from Central Uganda who responded to the questionnaire either "strongly agreed" or "agreed" to the statements, while only 14% to 68% of teachers from schools from Northern Uganda either "strongly agree" or "agree" to the statements. The teachers of schools from Central Uganda who felt that the set motivational strategies were implemented either "seldom" or "not at all", or those who were "not sure", ranged from 0% to 33%, and from Northern Uganda the percentage ranges from 0% - 39%. Generally, the frequencies

of the responses by the teachers showed that the differences between the strategies set and implemented to complement the efforts of the students to excel in UCE examinations in schools from Central and Northern Uganda are not significant. However, the majority, except Items 2, 15, 16, 18, 19, and 25 are school- or teacher-centred, meant for preparing the students to pass examinations rather than catering for students' future responsibilities to make informed decisions and choices.

The students themselves were asked to give their assessment of schools' strategies to complement their efforts to excel in UCE examinations. The expected school's strategies were as listed in Table 8. Students were further asked to give their impression of the state of the facilities in their schools. They were also asked to give their opinion on if they were to start afresh if they would come back to their present school. The responses by the students of schools from Central and Northern Uganda have been tabulated in Table 8.

From Table 8, it is observed that, according to students' observations, the schools in both Central and Northern Uganda have set motivational strategies to complement the efforts of the students to help them excel in UCE examinations. As per assessment by the students, the rate of the implementation of school strategies to complement the efforts of the students to excel in UCE examinations is the same in the two regions. Even the students' impression of the teaching-learning processes in their schools does not reflect any difference. Similarly, the students' opinions on if they would come back to the same schools if they were to start afresh do not indicate differences in their opinions. Like what was found for teachers, students' revelations indicated that much emphasis was on strategies to help the students to pass examinations, rather than on students' democratic lives, except for Items 2, 3, 10, 11, and 12 (Table 8).

The teachers' and students' frequencies agree with the results of the statistical test below. The summary shows that t calculated for teachers is (1.2199) and is less than t theoretical (2.12), α one tailed=0.05, df=16, t calculated for students is (1.3226) and is less than t theoretical (1.746), α one tailed=0.05, df=16. Therefore, the null hypothesis 4 **"**Schools in Central Uganda do not have better motivational strategies for their students than the schools in Northern Uganda" has been accepted by both the teachers and students. According to the assessment by the teachers and students, there is no difference in the motivational strategies set by the schools for their students in schools in Central and Northern Uganda.

The findings from the responses by the teachers and students contradict the findings from the school leaders. The School Headteachers, Deputy Headteachers, DOS and Career Guidance Teachers showed that the leaders of schools from Central Uganda have set and implemented better strategies to support the efforts of the students to help the students excel in UCE examinations and there by improve SPI. Some of the strategies include holding motivational talks, encouraging students to consult teachers as often as possible, and ensuring good food, health, accommodation, and recreational facilities. These are strategies that are encouraging to both teachers and students, and help to build their capacities. In comparison, strategies that were set by the schools in Northern Uganda make the students depend on them for guidance. The Headteachers indicated that they give teacher-parent support during Subject, House, Visitation, and Under Performance Meetings. Based on the school leaders' revelations, schools in Central Uganda apply more democratic strategies than the schools in Northern Uganda.

### *5.5 Summary*

The study found that teachers in Central and Northern Uganda use the same styles of teaching. But teachers in schools from Central Uganda apply better strategies to manage the students' classroom discipline than the teachers in schools in Northern Uganda. They are more democratic and involve the students more than the teachers teaching in schools from Northern Uganda, who are more authoritative. Thus, the students in schools in Central Uganda were better guided to be more

disciplined than the students in Northern Uganda. The study further found that the schools in Central Uganda motivate their teachers more than the schools in Northern Uganda, leading to the teachers of Central Uganda being more committed to helping the students, and thus contributing more to the efforts of the students, leading to better learning and better SPI in UCE examinations.

## 6. Discussion, conclusion and recommendations

### *6.1 Discussions*

This study found that there was no difference in the teachers' styles of teaching between teachers teaching in schools from Central Uganda and Northern Uganda. This finding was confirmed by the school leaders – HTs, DHTs, DOS and CGTs of schools from Central and Northern Uganda. These findings agree with the findings by Christie (2010) and Cristiana (2015), who found that teachers can influence student motivation and that certain practices make assigned work more engaging for students at all levels. However, the teaching styles reflect that the schools are not pedagogically autonomous, but rather are centralised. Teaching styles were also designed to help students pass examinations but not - as Dewey (1916) stressed - for preparing the students to acquire the ability to take responsibility to make informed, intelligent choices and decisions, develop effective habits, and learn how to learn and how to learn for life. The teaching styles do not follow Gardener's theory (1983), where there should be project-oriented teaching, the use of portfolios both in learning and assessment, and a focus on different learning styles where interactions between teachers and students are encouraged. This should further be reinforced by the views from Darling-Hammond (2010), that providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning and provides teachers with a more accurate understanding of students' knowledge and skills; Hattie's (2011), that providing students with multiple ways to access content improves learning, and Tomlison's (2014), that instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas of growth. The increased pressure to perform has meant that teachers teach to enable the students to pass examinations, "cramming" to remember things that are not likely to help them much and which will be forgotten shortly after examinations (Manishankar 2015). Four years of secondary education is judged on the basis of one set of one time examinations. The examinations, in large part, measure the regurgitation of facts, but neither analytical nor problem-solving skills, or their outcomes or capabilities.

The curriculum is rigid (few subjects which students are forced to take compulsorily irrespective of their interests, aptitudes, and abilities), thus leading to high drop-out rates in our education system and it not being relevant to every region Odaet et al. (1980). Yet, a democratic curriculum - according to Kevin (1989) - involves continuous opportunities to explore problems, events, and issues that arise in the course of our collective lives: to imagine the responses to problems and to act on those responses.

Just as the teachers of schools from both Central and Northern Uganda revealed that they use the same styles of teaching, the same teachers in schools from Central and Northern Uganda revealed that they use the same strategies to control students' classroom discipline. However, further analysis of the responses from the school leaders – HTs, DHTs, DOS, and CGTs – refutes the observations by the teachers. It instead reflects that there was a difference in the methods the teachers of schools from Central and Northern Uganda use in controlling the classroom disciplines of the children. The teachers teaching in schools from Northern Uganda applied less democratic methods where they use some elements of force including enforcing rules and regulations; enforcing class and prep attendance; the use of uniforms; excluding late comers from attending class; apprehending undisciplined students and locking dormitories during class and prep hours, thus making the students always require some attention and therefore no self-control. This confirms discoveries by Kralevich et al. (2010) that, when students were suspended, their average

scaled scores on TAKS in reading and mathematics are reduced. While teachers teaching in schools from Central Uganda use more democratic methods where they allow students to freely approach them for help, use student-centred methods in teaching, involve the students themselves to control their own discipline, monitor the teaching-learning process and inform the administration, integrate academics with co-curricular activities and encouraging self-respect, thus, making them disciplined, self-controlled and focused. All reflect that democratic ways are applied more in schools in Central Uganda than in schools in Northern Uganda, following the advice from Patrick (2003) that in education for democracy, all those involved in school - including young people - have the right to participate in the process of the decision-making process. Therefore, while the teachers in schools in Northern Uganda try to force the students to study so that they pass the examinations, they end up being undemocratic to the students. Teachers from Central Uganda are following the advice of the Director of St. Francis Xaviour's School T. W. Nigeria (2009), that a good approach to managing students' discipline helps students to develop a sense of responsibility for learning and helps in improving students' learning and performances, as is reflected by good SPIs (69% - 118%). This agrees with the findings by Dunleavy & Milton (2009: 15), that effective learning experiences are also shaped by student-teacher relationships that support the development of young peoples' social and emotional competencies, when they said that "Students themselves consistently say that what most helped them thrive in spite of these challenges was the quality of relationships they developed with adults in their schools". According to them when students have opportunities to connect with adults who approach these relationships with a spirit of caring, empathy, generosity, respect, reciprocity, and a genuine desire to know students personally, they can make a unique contribution to young peoples' emerging adaptive capacity, self-sufficiency, resiliency, confidence, and knowledge of themselves as learners. Therefore, he emphasised a democratic way of treating the students that, according to the findings in this study, the students in schools from Northern Uganda were missing.

### *6.2 Conclusions*

Uganda is a sovereign, democratic state whose constitution allows every child an equal right to an education, especially basic education including secondary school, as shown by the implementation of Universal Primary and Secondary education policies. But, as Patrick (2003) said, Uganda's democracy in education has fallen on hard times. The system of allocating subjects to the students is not democratic because, out of the eighteen subjects taught in secondary schools, only ten are examined, among which seven are compulsory. Teaching styles are mainly geared towards making the students pass the examined subjects, while ignoring the development of skills and the talents of students in everyday life and which may allow them access to the vocational world of work. The administration sets strategies to motivate both teachers and students, mainly to help the students to pass examinations.

However, the teachers' styles of teaching were closely influenced by teacher motivation. The schools in Central Uganda that motivated their teachers better had teachers who were more committed and put in more effort, interacted more with their students, and thus were more democratic and guided their students to acquire self-motivation, competitive attitudes, and be more focused. But the teachers in schools in Northern Uganda, who were less motivated by their schools, had lower morale and were less democratic, did a routine job (came, taught, and went home), and cared less about the performance levels of their students. The teaching styles emphasised more the need to make the students pass UCE examinations, rather than applying democratic means to teaching the students, especially in schools from Northern Uganda. Therefore, Gardener's theory (1983) that encourages project-oriented teaching; the use of portfolios both in learning and assessment, and focusing on different learning styles where interactions between teachers and students are encouraged are not practiced by teachers from Northern Uganda. Further still, the

teachers are not practicing the views of Darling-Hammond (2010), that providing students with multiple ways to demonstrate their knowledge and skills increases engagement and learning and provides teachers with a more accurate understanding of students' knowledge and skills; Hattie's (2011), that providing students with multiple ways to access content improves learning; and Tomlison's (2014), that instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas of growth. This explains why the performance of students from Northern Uganda in UCE examinations is poor, leading to a low SPI of 71% - 163% in UCE examinations.

The methods teachers used to control students' classroom discipline, likewise, were less democratic in schools in Northern Uganda. In schools from Central Uganda, where teachers used democratic approaches, the students are more disciplined and have self-control. But in schools from Northern Uganda, where teachers used some element of force, made the students always require some attention and be less responsible and less friendly to teachers and administration – be undisciplined.

In practical terms, the students in schools in Central Uganda are at an advantage over the students in schools in Northern Uganda, not that they have more potential (Karooro 2002) or that there are more resources (Mugimu 2004), but rather that their learning environments are more democratic and therefore more conducive than in Northern Uganda. Teachers and school leaders of schools in Central Uganda applied the theories of Gardner (1983) to carry out management and teaching-learning processes. The school management applies some democracy to mobilise the teachers, students, and parents to help the students to learn and excel in their performance in UCE examinations, and their schools attained a high SPI 69% - 118% in UCE examinations.

### *6.3 Recommendations*

School managers need to find ways to make school management democratic, for instance, the necessity for cooperation between parents and schools in the achievement of the all-round personal development of the individual pupil should be emphasised (Townshend et al. 2005).

Teachers in their classrooms, together with their students, should engage in collaborative planning, reaching decisions that respond to the concerns and interests of both the teachers and their students. They need to guide the students to get involved in the teaching-learning process, and should emphasise the critical thinking skills and inquiry that are usually embedded in active student-student interactions or small group activities. Teachers need to guide their students to develop self-regulated attitudes behaviours and motivational beliefs that they have the capability to perform well. The results of the formative assessments (continuous assessments) that the schools administer – such as at the beginning of term, mid-term, end of term and mock examination throughout the candidates' four years of study need to be considered together with results of Uganda National Examinations' Board for the final grading of the candidate.

The Education Ministry should ensure that educational planning, including the choice of teaching approaches and the content to be taught in all subjects should meet the objectives of secondary education in particular, and objectives of education in Uganda in general, in order to take care of the needs of the individual student. Subjects to be examined should be expanded to meet the interests and abilities of all students – academic, vocational and other life skills – so that education becomes a democratic and lifelong process. Let the teaching-learning conditions be changed to the realisation of a noble dream for people's education (Ball 2002), so that the graduates of the system can acquire the necessary knowledge, skills, and habits to make them self-reliant, active contributors to the development of the country, and act to fulfil the motto of the country, "For God and my Country".

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## Tables

Table 1: Uganda Certificate of Education Examination Results for 2001 – 2011 for St. Mary's Namagunga Mukono District, Central Region, Uganda.

| Year | Div.I | Div.II | Div. III | Div. IV | Div.V | DIV VI | DV VII | DIV VIII | DIV IX | DIV X | TOTAL | Performance average (SPA) | Performance index (SPI) % | Rate of performance Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2001 | | | | | | | | | | | | | | |
| 2002 | 137 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 1.02877698 | 100.00% | 0 |
| 2003 | 136 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 | 1.000 | 97.2027972 | 2.7972028 |
| 2004 | | | | | | | | | | | | | | |
| 2005 | 141 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 1.00704225 | 100.00% | 0.00 |
| 2006 | 142 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 145 | 1.02068966 | 101.355197 | -1.6448030 |
| 2007 | 139 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 1.0141844 | 99.3626605 | 0.6373395 |
| 2008 | 134 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 1.00740741 | 99.3317793 | 0.6682207 |
| 2009 | 132 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 134 | 1.01492537 | 100.746269 | -0.7462690 |
| 2010 | 146 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 1.00680272 | 99.1996799 | 0.8113201 |
| 2011 | 151 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 153 | 1.0130719 | 100.622682 | -0.6226820 |
| Average | | | | | | | | | | | | 1.01201767 | 85.9454666 | |

**KEY**
**DIV** = Division
**DIV I** = Division (one); **DIV II** = Division (Two); **DIV III** = Division (Three); **...**
**DIV X** = Division (Ten)
**Source:** Result Files, St. Mary's Namagunga Mukono District, Central Region, Uganda**.**

Table 2: Uganda Certificate of Education Examination Results for 2001 – 2011 for St. Aloysious College Nyapea, Zombo District, Northern Region, Uganda.

| Year | Div I | Div II | Div III | Div IV | Div V | DI VI | DV VII | DV VIII | DV IX | DIV X | TOTAL | Performance average (SPA) | Performance index (SPI) % | Rate of performance Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2001 | 15 | 22 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 2.02 | 100 | 0 |
| 2002 | 7 | 18 | 22 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 50 | 2.52 | 124.752475 | -24.75247525 |
| 2003 | 18 | 26 | 13 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 1.94827586 | 96.4493001 | 3.550699898 |
| 2004 | 17 | 35 | 21 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 2.24691358 | 111.233346 | -11.23334556 |
| 2005 | 9 | 39 | 17 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 2.15151515 | 106.510651 | -6.510651065 |
| 2006 | 10 | 34 | 38 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 2.64 | 130.693069 | -30.69306931 |
| 2007 | 8 | 26 | 47 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 3 | 148.514851 | -48.51485149 |
| 2008 | 2 | 16 | 27 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 2.984375 | 147.741337 | -47.74133663 |
| 2009 | 0 | 26 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 2.81355932 | 139.285115 | -39.28511495 |
| 2010 | 1 | 12 | 16 | 16 | 0 | 0 | 0 | 0 | 1 | 0 | 46 | 3.17391304 | 157.124408 | -57.12440809 |
| 2011 | 1 | 12 | 21 | 26 | 0 | 0 | 0 | 0 | 1 | 0 | 61 | 3.29508197 | 163.12287 | -63.12286966 |
| Average | | | | | | | | | | | | 3.39825125 | 229.548 | |

**KEY**
**DIV** = Division
**DIV I** = Division (one); **DIV II** = Division (Two); **DIV III** = Division (Three); **...**
**DIV X** = Division (Ten)
**Source:** Result Files, St. Aloysious College Nyapea, Zombo District, Northern Region, Uganda.

Table 3: Number of respondents per school

| Respondents | Number Sampled | Central Uganda Number of Responses Received | Northern Uganda Number of Responses Received | Method of Sampling |
|---|---|---|---|---|
| ***School Leadership*** | | | | |
| Headteacher | 1 | 10 (30.3%) | 8(24.2%) | Purposeful |
| Deputy Headteacher Academics | 1 | 10 (30.3%) | 8(24.2%) | Purposeful |
| Director of Studies (DOS) | 1 | 10 (30.3%) | 8(24.2%) | Purposeful |
| School Careers Master | 1 | 10 (30.3%) | 8(24.2%) | Purposeful |
| ***Sub-Total*** | *4X33 = 132* | **40(30.3%)** | **32(24.2%)** | |
| ***Subject Heads of Departments*** | | | | |
| Representative from Science | 1 | | | |
| Representative from Arts | 1 | | | |
| ***Sub-Total*** | *2X33 = 66* | | | |
| ***Class Teachers*** | | | | |
| S3 Teachers' Representative | 1 | | | |
| S5 Class Teachers' Representative (Science) | 1 | | | |
| S5 Class Teachers' Representative (Arts) | 1 | | | |
| ***Sub-Total*** | *3* | | | |
| ***Teachers per school*** | *5X33 = 165* | **42(50.6%)** | **38(46%)** | Purposeful/ Random |
| ***Students*** | | | | |
| S3 Students' Representatives (Girls) | 2 | | | |
| S3 Students' Representatives (Boys) | 2 | | | |
| S5 (Science) Students' Representatives (Girls) | 2 | | | |
| S5 (Science) Students' Representatives (Boys) | 2 | | | |
| S5 (Arts) Students' Representatives (Girls) | 1 | | | |
| S5 (Arts) Students' Representatives (Boys) | 2 | | | |
| ***Students per school*** | *11X33 =363* | **78(43.9%)** | **62(34.1%)** | Stratified Random |
| **Parents (5 per Region)** | | | | |
| **Sub-Total** | 10 | **7(70%)** | **5(50%)** | Purposeful |
| ***Key Informants (KI)*** | 10 | **5 (100%)** | **5(100%)** | Random |
| **Sub-Total** | *18* | | | Convenience |
| **Total Number Interviewed** | **18** | | | |
| ***Overall Total*** | *754* | **161** | **143** | |

| Category of People Interviewed | No. Interviewed |
|---|---|
| 1. Teachers who did not participate in the questionnaire, and especially those who had the experience of teaching in Central Uganda where the candidates' performances in UCE examinations have been observed to be good. | 5 |
| 2. Headteachers and other Administrators in Education sector who were serving in Northern Uganda but had experience of serving in Central Uganda as either Deputy Headteachers, Directors of Studies, Career Guidance Teachers or Head of Subjects. | 3 |
| 3. Parents who decided to transfer their children from Northern Uganda to Central Uganda. | 5 |
| 4. Students from Northern Uganda who were studying in Central Uganda. | 5 |

Table 4: Teachers' teaching styles; Central and Northern Uganda as stated by teachers

| Teachers' Teaching Styles | Central Uganda | | | | | | Northern Uganda | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GTM (%) | LM (%) | GDM (%) | PTM (%) | NS (%) | TOT (%) | GTM (%) | LM (%) | Guided Discussion Method (%) | PTM (%) | NS (%) | TOT (%) |
| 1. What methods do you use while teaching? | 70 | 25 | 5 | 0 | 0 | 100 | 63 | 32 | 0 | 5 | 0 | 100 |
| | **VR** | **R** | **S** | **NAT** | **NS** | **TOT** | **VR** | **R** | **S** | **NAT** | **NS** | **TOT** |
| 2. Do you give students guided scoring guides per subject? | 16 | 51 | 14 | 19 | 0 | 100 | 13 | 66 | 13 | 8 | 0 | 100 |
| 3. Group discussions are organised for students/held by students | 42 | 51 | 7 | 0 | 0 | 100 | 34 | 42 | 11 | 13 | 0 | 100 |
| 4. Revisions are done | 51 | 49 | 0 | 0 | 0 | 100 | 63 | 29 | 5 | 3 | 0 | 100 |
| 5. Do you complete syllabus? | 43 | 33 | 17 | 5 | 2 | 100 | 26 | 37 | 24 | 13 | 0 | 100 |
| | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** |
| 6. Teachers show the students how omission of certain steps might lead to loss of marks | 53 | 43 | 2 | 2 | 0 | 100 | 26 | 66 | 5 | 3 | 0 | 100 |
| 7. Teachers encourage practical discussions among students outside classroom. | 37 | 47 | 12 | 2 | 2 | 100 | 32 | 55 | 8 | 5 | 0 | 100 |
| 8. Teachers use demonstration method in teaching. | 22 | 67 | 9 | 2 | 0 | 100 | 42 | 42 | 16 | 0 | 0 | 100 |

**KEY**

1. Guided Teaching Method (GTM)
2. Lecture Method (LM)
3. Practical Teaching Method (PTM)
4. Guided Discovery Method (GDM)
5. Guided Discussion Method
6. Guided Scoring Method (GSM)
7. Students' lead Practical Discussion Group

SA = Strongly Agree
A = Agree
N = Neutral
DA = Disagree
SDA = Strongly Disagree

VR = Very Regularly
R = Regularly
S = Seldom
NAT = Not at all
NS = Not Sure

Table 5: Teachers' styles of teaching

| S/NO | Teaching Style | Description of Teaching Style |
|---|---|---|
| 1 | Guided Teaching Method (GTM) | This is the teaching method where the teacher acts only as a guide. The students are made to teach themselves. |
| 2 | Lecture Method (LM) | The teaching method where the teacher is the main provider of the information. Students passively receive the information. This method is less democratic. The student is not given much opportunity to express his/her views. |
| 3 | Practical Teaching Method (PTM) | This is where the teacher encourages experiments, demonstrations with full learner participation. |
| 4 | Guided Discovery Method (GDM) | Teaching method where the teacher guides the students to discover the unknown based on the knowledge the students already have (Teaching from the known to the unknown). |
| 5 | Guided Discussion Method | The teaching method where the teacher assigns groups to the students to discuss among themselves, and the teacher's role is to guide the discussion to ensure that the trend is correct. |
| 6 | Guided Scoring Method (GSM) | A method where the teacher guides the students to establish main points, steps, or areas where students will earn more marks. |
| 7 | Students' lead Practical Discussion Group | A method almost the same as in 5 above, but with less teacher involvement. |

Table 6: Teachers' strategies for maintaining students' classroom discipline Central and Northern Uganda as stated by Teachers

| | Central Uganda | | | | | | Northern Uganda | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Teachers' strategies for maintaining students' classroom discipline** | **VO (%)** | **O (%)** | **S (%)** | **NAT (%)** | **NS (%)** | **TOT (%)** | **VO (%)** | **O (%)** | **S (%)** | **NAT (%)** | **NS (%)** | **TOT (%)** |
| 1. Allowing students to approach me freely for help. | 67 | 27 | 3 | 3 | 0 | 100 | 65 | 30 | 3 | 2 | 0 | 100 |
| | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** |
| 2. Teachers to showing good morals. | 41 | 45 | 14 | 0 | 0 | 100 | 57 | 35 | 8 | 0 | 0 | 100 |
| 3. Teachers maintaining students' good discipline in the school. | 57 | 34 | 7 | 2 | 0 | 100 | 45 | 50 | 3 | 2 | 0 | 100 |
| 4. Teachers having Discipline Control Mechanisms. | 40 | 53 | 2 | 5 | 0 | 100 | 35 | 57 | 5 | 3 | 0 | 100 |
| 5. There is guidance and counselling. | 61 | 32 | 5 | 0 | 2 | 100 | 56 | 31 | 10 | 0 | 3 | 100 |
| 6. Students' and prefects' meetings are organised by teachers to allow the students participate in the decision making process of the school. | 61 | 32 | 5 | 0 | 2 | 100 | 54 | 32 | 11 | 0 | 3 | 100 |
| 7. Issues raised by students genuinely are handled promptly. | 31 | 46 | 21 | 2 | 0 | 100 | 42 | 47 | 8 | 3 | 0 | 100 |

**KEY**

VO = Very Often
O = Often
S = Seldom
NAT = Not At All
NS = Not Sure
SA = Strongly Agree
A = Agree
N = Neutral
DA = Disagree
SDA = Strongly Disagree

Table 7: School strategies to complement students' effort in doing homework, reading, and discussions with peers as stated by Teachers from Central and Northern Uganda

| | Central Uganda | | | | | | Northern Uganda | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School strategies to complement students' effort** | **VR (%)** | **R (%)** | **S (%)** | **NAT (%)** | **NS (%)** | **TOT (%)** | **VR (%)** | **R (%)** | **S (%)** | **NAT (%)** | **NS (%)** | **TOT (%)** |
| 1. Encourages revisions to be done | 60 | 38 | 2 | 0 | 0 | 100 | 57 | 41 | 2 | 0 | 0 | 100 |
| 2. Encourages that group discussions are organised for students/held by students | 41 | 56 | 3 | 0 | 0 | 100 | 41 | 38 | 14 | 7 | 0 | 100 |
| 3. Organises seminars in different subjects. | 45 | 40 | 10 | 5 | 0 | 100 | 38 | 41 | 11 | 10 | 0 | 100 |
| 4. Organises study related field trips for us students. | 55 | 38 | 2 | 5 | 0 | 100 | 41 | 43 | 10 | 3 | 3 | 100 |
| 5. Teachers with exceptional experiences and expertise are made to teach students from different schools | 55 | 38 | 2 | 5 | 0 | 100 | 41 | 43 | 10 | 3 | 3 | 100 |
| 6. Ensures there is organisation of extra lessons to be guided by the teachers. | 32 | 54 | 5 | 7 | 2 | 100 | 47 | 24 | 18 | 11 | 0 | 100 |
| 7. Encourages that teachers are eager to help students when approached for help | 30 | 56 | 12 | 0 | 2 | 100 | 28 | 54 | 13 | 5 | 0 | 100 |
| 8. Ensures that teachers give homework. | 7 | 60 | 33 | 0 | 0 | 100 | 36 | 39 | 17 | 8 | 0 | 100 |
| 9. Ensures that teachers mark homework. | 20 | 40 | 26 | 14 | 0 | 100 | 20 | 66 | 6 | 8 | 0 | 100 |
| 10. Ensures that teachers give feedback on homework to students. | 16 | 63 | 14 | 7 | 0 | 100 | 21 | 33 | 39 | 6 | 0 | 100 |
| 11. Ensures that teachers set and give end of month/term examinations. | 72 | 28 | 0 | 0 | 0 | 100 | 69 | 29 | 2 | 0 | 0 | 100 |
| 12. Ensures that teachers mark the end of month/term examinations | 86 | 14 | 0 | 0 | 0 | 100 | 49 | 47 | 2 | 2 | 0 | 100 |
| 13. Ensures that teachers give feedback on month/term examinations. | 61 | 34 | 5 | 0 | 0 | 100 | 68 | 16 | 11 | 5 | 0 | 100 |
| 14. Making positive and encouraging remarks. | 33 | 47 | 18 | 2 | 0 | 100 | 24 | 62 | 11 | 3 | 0 | 100 |
| 15. Teachers discuss weaknesses and strengths of individual children with the children | 37 | 41 | 20 | 0 | 2 | 100 | 27 | 62 | 5 | 3 | 3 | 100 |
| 16. Teachers discuss the weaknesses of the individual children with parents in the presence of the children. | 33 | 44 | 10 | 13 | 0 | 100 | 38 | 33 | 24 | 5 | 0 | 100 |
| 17. Teachers encourage the children who are performing well to continue to aim higher. | 27 | 42 | 22 | 7 | 2 | 100 | 16 | 46 | 27 | 8 | 3 | 100 |
| 18. Teachers hold regular meetings with children and teachers to discuss problems faced by the children. | 32 | 48 | 15 | 5 | 0 | 100 | 38 | 38 | 13 | 11 | 0 | 100 |
| 19. Teachers allow children to express their feelings freely and listening to their expressions. | 42 | 44 | 12 | 2 | 0 | 100 | 36 | 51 | 5 | 8 | 0 | 100 |
| 20. Encourages teachers to show concern about the performance of the children in the tests and homework. | 58 | 42 | 0 | 0 | 0 | 100 | 36 | 61 | 3 | 0 | 0 | 100 |
| 21. Ensures that teachers set motivational strategies for their children. | 40 | 33 | 22 | 5 | 0 | 100 | 30 | 43 | 16 | 8 | 3 | 100 |
| | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** | **SA** | **A** | **N** | **DA** | **SDA** | **TOT** |
| 22. Ensures that teachers complete the syllabus. | 51 | 43 | 2 | 2 | 2 | 100 | 46 | 48 | 3 | 3 | 0 | 100 |
| 23. Set motivational strategies to encourage teachers to work hard. | 37 | 33 | 19 | 9 | 2 | 100 | 33 | 44 | 19 | 3 | 0 | 100 |
| 24. Encourages teachers to stress the allocation of marks at different steps while teaching (Guided Scoring Strategy) | 19 | 51 | 12 | 18 | 0 | 100 | 14 | 68 | 13 | 5 | 0 | 100 |
| 25. Ensures that teachers encourage practical discussions among students outside classroom | 35 | 56 | 7 | 2 | 0 | 100 | 37 | 42 | 13 | 5 | 3 | 100 |
| 26. Ensures that teachers use demonstration method in teaching | 38 | 44 | 16 | 2 | 0 | 100 | 24 | 68 | 8 | 0 | 0 | 100 |

**KEY**

VR = Very Regularly
R = Regularly
S = Seldom
NAT = Not at all
NS = Not Sure

SA = Strongly Agree
A = Agree
N = Neutral
DA = Disagree
SDA = Strongly Disagree

Table 8: School strategies to complement students' effort in doing homework, reading, and discussions with peers Reported by Students of Central and Northern Uganda

| | Central Uganda | | | | | | Northern Uganda | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VR (%) | R (%) | S (%) | NAT (%) | NS (%) | TOT (%) | VR (%) | R (%) | S (%) | NAT (%) | NS (%) | TOT (%) |
| 1. My school encourages revisions to be done | 79 | 19 | 1 | 1 | 0 | 100 | 64 | 26 | 5 | 3 | 2 | 100 |
| 2. My school ensures that group discussions are organised for students/held by students | 60 | 29 | 8 | 0 | 3 | 100 | 62 | 20 | 10 | 5 | 3 | 100 |
| 3. My school organises study related field trips for us students. | 47 | 28 | 13 | 6 | 6 | 100 | 64 | 25 | 7 | 2 | 2 | 100 |
| 4. My school gives opportunity to teachers with exceptional experiences and expertise to teach students from different schools. | 62 | 24 | 6 | 5 | 3 | 100 | 77 | 15 | 4 | 2 | 2 | 100 |
| 5. My school has well equipped computer laboratory with Internet | 47 | 24 | 12 | 6 | 11 | 100 | 51 | 22 | 10 | 12 | 5 | 100 |
| 6. My school has a substantial number of text books for the various student grade levels | 56 | 25 | 12 | 4 | 3 | 100 | 60 | 23 | 8 | 7 | 2 | 100 |
| 7. My school has adequate laboratories that are well equipped | 63 | 28 | 4 | 5 | 0 | 100 | 59 | 20 | 10 | 11 | 0 | 100 |
| 8. My school has adequate number of other necessary instructional materials for effective teaching | 48 | 27 | 16 | 6 | 3 | 100 | 36 | 42 | 15 | 5 | 2 | 100 |
| 9. My school has enough classrooms | 58 | 23 | 11 | 4 | 4 | 100 | 60 | 20 | 5 | 13 | 2 | 100 |
| 10. My school provides adequate recreational facilities for the children | 22 | 37 | 21 | 15 | 5 | 100 | 38 | 32 | 12 | 11 | 7 | 100 |
| 11. My school ensures good feeding for the children. | 32 | 39 | 17 | 8 | 4 | 100 | 37 | 20 | 27 | 13 | 3 | 100 |
| 12. My school has good health facilities | 35 | 32 | 23 | 5 | 5 | 100 | 34 | 46 | 14 | 4 | 2 | 100 |
| 13. My school has adequate discipline control mechanisms. | 51 | 26 | 20 | 3 | 0 | 100 | 47 | 33 | 15 | 3 | 2 | 100 |
| 14. My school asks parents to provide text books for their children to add to the number provided by the school. | 39 | 28 | 16 | 9 | 8 | 100 | 39 | 33 | 8 | 15 | 5 | 100 |
| 15. My School organises extra lessons to be guided by the teachers outside the official timetable | 43 | 38 | 8 | 8 | 3 | 100 | 47 | 26 | 12 | 6 | 9 | 100 |
| 16. My school encourages teachers to show good morals | 60 | 33 | 6 | 1 | 0 | 100 | 64 | 29 | 2 | 3 | 2 | 100 |
| 17. My school assists teachers in maintaining students' good discipline in the school. | 58 | 37 | 4 | 0 | 1 | 100 | 63 | 32 | 3 | 0 | 2 | 100 |
| **Impression** | **E** | **G** | **F** | **P** | **VP** | **TOT** | **E** | **G** | **F** | **P** | **VP** | **TOT** |
| 1. How would you evaluate the quality of teaching and learning you received in this school? | 38 | 49 | 11 | 1 | 1 | 100 | 41 | 47 | 12 | 0 | 0 | 100 |
| 2. How would you evaluate your entire educational experience at this school? | 37 | 42 | 20 | 1 | 0 | 100 | 32 | 53 | 13 | 2 | 0 | 100 |
| **Opinion** | **DY** | **Y** | **PY** | **PN** | **DN** | **TOT** | **DY** | **Y** | **PY** | **PN** | **DN** | **TOT** |
| 1. If you could start school over again, would you go to the same school again? | 40 | 23 | 9 | 12 | 9 | 100 | 32 | 28 | 13 | 17 | 10 | 100 |

**KEY**

VR = Very Regularly
R = Regularly
S = Seldom
NAT = Not at all
NS = Not Sure

E = Excellent
G = Good
F = Fair
P = Poor
VP = Very Poor

DY = Definitely Yes
Y = Yes
PY = Probably Yes
PN = Probably No
Definitely No